DOCUMENT RESUME

ED 352 697 EA 024 021

AUTHOR Loccisano, Joseph F.
TITLE Nonverbal Communication and its Implications for School Personnel: A Literature Review.
PUB DATE 30 Apr 92
NOTE 35p.
PUB TYPE Speeches/Conference Papers (150) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Effectiveness; *Administrator Selection; Body Language; *Communication Problems; *Communication Skills; Elementary Secondary Education; Employment Interviews; *Nonverbal Communication

ABSTRACT

Issues in nonverbal communication and their implications for school personnel directors are examined in this literature review. The first section presents research findings pertaining to the nonverbal behavior of school administrators, particularly that of principals. Literature on nonverbal behavior exhibited during the employment interview is presented in the second section. The final section presents the following conclusions: (1) nonverbal behavior plays a role in staff members' perceptions of an administrator and in an administrator's communication effectiveness; (2) specific nonverbal behaviors can be identified as positive or negative; and (3) specific nonverbal behaviors of a job applicant can influence the employment interview. Further study is needed to explore the relationships between the school personnel director's perceptions of an applicant's nonverbal behavior and his/her potential administrative success, and between a director's perceptions and his/her own individual characteristics. (Contains 56 references.) (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED352697

NONVERBAL COMMUNICATION AND ITS IMPLICATIONS FOR SCHOOL PERSONNEL DIRECTORS: A LITERATURE REVIEW

JOSEPH F. LOCCISANO

SEMINAR: WHAT RESEARCH SAYS TO EDUCATIONAL LEADERS

TEMPLE UNIVERSITY

PHILADELPHIA, PA 19122

APRIL 30, 1992

EA 024 021

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Loccisano

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

2 BEST COPY AVAILABLE

Introduction

Most would agree that an effective leader is also an effective communicator and further, that such a leader knows how to communicate not only verbally, but nonverbally . . . through facial expressions, eye contact, gestures, body movement, dress, and even the physical environment in which he/she does his/her communicating. An educational administrator, whether at the building or central office level, is no exception.

Gorton notes that educational administrators "should make an effort to develop a better understanding of this subtle [nonverbal] channel of communication and to be aware of the possibility that an inconsistency between verbal and nonverbal messages could explain certain problems in communication."[1] Supportive of this concept, Kimbrough and Nunnery point to a wide variety of variables (namely nonverbal cues such as voice inflection and body language) external to an administrator's words that will influence the message received.[2]

The implications for school administrators are clear: one's actions speak as loudly -- if not more so -- than one's words.

Problem Statement and Need for Study

If such implications are true for practicing school administrators at all levels, then it would behoove those whose major responsibility it is to screen and ultimately hire these

---

[1]Richard A. Gorton, School Administration and Supervision: Important Issues, Concepts, and Case Studies, 2nd ed. (Dubuque, Iowa: William C. Brown Company, 1972), 256.

[2]Ralph B. Kimbrough and Michael Y. Nunnery, Educational Administration: An Introduction, 2nd ed. (New York: Macmillan Publishing Company, Inc., 1983), 361.

administrators to be aware of the nonverbal channels of communication and the role these channels can play in effective school management. The school personnel director, then, must have or be able to develop the ability to make intelligent hiring decisions based on the nonverbal behavior of the administrative applicant as well as on his/her verbal behavior.

Unfortunately, information given on the role of applicant nonverbal behavior in educational administration graduate school textbooks is scant. In his treatment of the role of the interviewer, Rebore mentions only that the interviewer "should arrange the furniture in the room so as to have eye contact with the candidate during the session."[3] No further explanations are afforded. Seeing the "behavior interview" as only a part of the total screening and selection process and that process as an attempt to predict the job performance of the candidate one year after hiring, Webb and others devote time to the importance of eye contact and to the interviewer's listening skills: "We not only listen to what is being said verbally, but temper its meaning by the tone of voice, inflections, and nonverbal expressions."[4] Once again, the authors provide no lengthy explanations for inquisitive administrators.

Despite the fact that there have been studies done on the

---

[3]Ronald W. Rebore, Personnel Administration in Education: A Management Approach, 2nd ed. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1987), 103.

[4]L. Dean Webb and others, Personnel Administration in Education: New Issues and New Needs in Human Resource Management (Columbus: Merrill Publishing Company, 1987), 86.

nonverbal behavior (or communication) of educational administrators over the past thirty years, none have specifically dealt with aiding the public school personnel director in understanding the "whys" and "hows" of selection choices as they pertain to the administrative applicant's nonverbal behavior and predicted job success. Such a study will enable not only school personnel directors, but other key people (i.e. superintendents and board members) who are also involved in making better informed choices, choices which can impact their districts for years.

Definition of Terms

The two most often encountered terms for this study will be "nonverbal behavior" (NVB) and "nonverbal communication" (NVC). Although the terms are used interchangeably by writers and researchers, the former is usually defined as "conduct, demeanor, a way of acting" and the latter as "a way of sending, giving, or passing information nonverbally."

The term "nonverbal" can, however, cause the most confusion. A lengthier explanation is necessary. Bull feels that if the verbal elements in conversation are taken to mean only the actual words used, then the term can refer to nonvocal features such as tone of voice, stress and intonation, as well as to facial body movement, gaze, pupil size, interpersonal distance, communication through touch, smell, and artifacts such as clothes, masks, and

so on.[5] For Mehrabian, as for others, "the term 'nonverbal behavior' is a misnomer, for a variety of subtle aspects of speech frequently have been included in discussions of nonverbal phenomena."[6] Adding further clarification to the sometimes misunderstood concept of what "nonverbal" really encompasses, Stephens and Valentine in 1986 compiled various definitions of "nonverbal" communications which revealed that it is "any body movement, posture, touch, seating arrangement, facial expression, eye movement, vocal characteristic, clothing or adornment, which in any way communicates feelings, attitudes, emotions, or behaviors to another person or group of persons."[7]

This writer, then, suggests that the reader use the latter definition as a point of reference in understanding what "nonverbal" means, whether it pertains to behavior or communication.

Review of Related Literature

For organizational purpose, all of the literature dealing specifically with the NVB of school administrators, mostly principals, will be presented first. Following that, the literature pertaining to NVB as exhibited by applicants in the employment interview will be presented. Finally, a conclusion

---

[5]Peter Bull, Body Movement and Interpersonal Communication (New York: John Wiley and Sons, 1983), 1.

[6]Albert Mehrabian, Nonverbal Communication (Chicago: Aldine-Atherson, 1972), 1.

[7]Pat Stephens and Jerry Valentine, "Assessing Principal Nonverbal Communication," Educational Research Quarterly 10, no. 3 (1986): 61.

will be drawn as well as a set of research questions, thus giving impetus and direction for a proposed study.

In 1960, Andrew W. Halpin, a professor at The University of Utah, appeared as the first major writer within educational administration circles who recognized the implications that NVC had for school leaders. Realizing the communication was a far more subtle and complex process than most administrators would readily admit, he contended that universities include training in the subtleties of NVC for future school executives.[8] He concluded: "A man cannot be a successful administrator unless he is highly skilled in reading muted [nonverbal] language and is also sensitive to the nuances of meaning which he transmits to others through his own muted language."[9] Undoubtedly encouraged by Halpin's work, Lipham and Francke sought to use school administrators' NVB as a distinguishing element between promotables and nonpromotables. Their study showed that promotable administrators practiced more authentic NVB by greeting their visitors with a handshake at the office door, by seating their visitors alongside their desks at a fairly close distance, by attending to their visitors' comfort needs, and so on. Promotable subjects were distinguished by the way they

---

[8]Andrew W. Halpin, "Muted Language," The School Review 68 (Spring 1960): 85-104.

[9]Halpin, 98.

structured their physical (office) environments as well.[10] The researchers encouraged students to develop a sensitivity to the nuances of NVB in their interpersonal relations, but at the same time, they cautioned training institutions that they may be teaching students "how to become slick administrators" and "how to play the game".[11] Interestingly enough, a 1986 study tested the findings of Lipham and Francke only to find a weaker relationship between NVB and promotability.[12] "Certainly, managers with both open and closed administrative behavior achieve promotion and success in many organization settings."[13]

The early works then, of Halpin, Lipham and Francke created a fertile ground for further investigations into the educational administrator's NVB and the implications it had or could have for those within the daily, on-the-job environment.

Taylor, with one of the first major studies on NVB, explored the observations of NVB of second-level community college managers on leaders of similar rank within an organization. After a jury of individuals of similar rank in administration viewed tapes (without sound) of other managers in their natural work environments and their statements categorized as to whether

---

[10]James M. Lipham and Donald C. Francke, "Non-verbal Behavior of Administrators," Educational Administration Quarterly 2 (1966): 101-109.

[11]Lipham and Francke, 108.

[12]Rosemarie C. Teran and Joseph W. Licata, "Moving Up in School Administration," Urban Education 20, no. 4 (January 1986): 419-442.

[13]Teran and Licata, 440.

they were positive, negative, or neutral, the researcher concluded that the greater number of positive nonverbal cues discerned by the jury, the greater the likelihood of the jury labeling the subject as a "strong" leader. Conversely, the greater the number of negative (or neutral) cues discerned, the greater the likelihood of the jury labeling the subject as a "non-strong" leader.[14] He also noted that "one of the key modes of perception is nonverbal behavior, and thus an understanding of this field is highly significant to the individual in a leadership role."[15]

In 1981, Stoutsenberger-Stephens completed a study in order to develop an instrument which could be used to assess the nonverbal communication behaviors of school administrators, resulting in the "Teacher's Rating of Administrator's Nonverbal Behavior." This study identified three factors that influenced teachers' perceptions of their administrators' NVB.

They are the following:

1. the attentiveness of the principal when communicating with the teacher;

2. the perceived openness on the part of the administrator when communicating; and

3. the degree of formality of the principal when

---

[14]Lyndon E. Taylor, "A Study of the Impact of the Nonverbal Behavior of Managers on Their Peer Group" (Ph.D. diss., Claremont Graduate School, 1975).

[15]Taylor, 74-75.

communicating.[16]

Using Stephen's research survey, Rhea sought to determine whether or not any differences existed among the NVB of principals at the elementary, middle and senior high school levels based on the perceptions of their teachers.[17] Although all of his findings have relevance to this paper, several have particular interest because of their specificity and observability regarding an administrator's NVB during the interview process. They are the following:

1. the most positive NVB's of principals reported by their teachers were smiling and maintaining eye contact;

2. frowning and looking away during a dialogue were perceived by teachers as the most negative NVB's of principals; and

3. the highest NVB exhibited by principals was their professional and business-like dress.[18]

Even though the data displayed no significant difference based on grade levels, the researcher recommended that further study be completed with an emphasis on the principal's <u>effectiveness</u>: "Do 'effective' principals exhibit significantly different nonverbal

---

[16]Patsy Lovella Stoutsenberger-Stephens, "The Development of an Instrument for Measuring Teachers' Perceptions of Administrator Nonverbal Behavior During Administrator-Teacher Interpersonal Interaction," <u>DAI</u> 43 (1981): 42A.

[17]James Halleck Rhea, "Administrator Nonverbal Communication as Measured by the Teachers' Rating of Administrators' Nonverbal Behavior" (Ed.D. diss., University of Missouri-Columbia, 1984).

[18]Rhea, 100-101.

behaviors than 'noneffective' principals?"[19]

On a related note, several studies have demonstrated a relationship between an administrator's NVB and measurable organizational characteristics, thus lending cogency to the argument that a leader's NVB should not be dismissed as unimportant. One 1974 study demonstrated that in schools where the principal's NVB was perceived as more congruent with his/her verbal behavior, the tendency was for the organizational climate to be more open.[20] The researcher concluded that since a relationship exists, the principal facilitates the climate of the school and that training institutions need to recognize the impact of NVC and incorporate more study of NVC in administrative training programs.[21] Young also studied verbal and nonverbal congruency and found that messages that are congruent in both verbal and nonverbal content are conducive to more positive ratings by subordinates and improved recall by the subordinates. He found that recall of verbal information decreased more significantly than did nonverbal information and further, that affective situations tended to be inherently more congruous in terms of verbal and NVC due to the basically affective nature of

---

[19]Rhea, 103.

[20]Audie Wayne Woodard, "The Relationship Between Perceived Nonverbal Behavior of Principals and Organizational Climate of Elementary Schools" (Ed.D. diss., Oklahoma State University, 1974), 59.

[21]Woodard, 64.

NVC.[22] Ironically enough, Sweet, just two years earlier in his study which sought to determine what degree initiation structure and consideration of school principals could be accurately perceived nonverbally by outside observers, stated that "consideration is closer to being an emotional quality; therefore, it may have the greater chance of being visibly perceptible to the observer."[23] On the other hand, structure tends to be verbally-oriented, according to the same researcher.[24]

The separate 1988 studies of Billings[25] and McGehee[26] displayed striking similarities in their purposes, methods, and outcomes. Both sought to explore the relationships of a principal's NVB and his/her ability to develop trust and motivate teachers. Both attempted to correlate independently analyzed, post-observation videotapes with the teachers' perceptions of the principal's trust in them and his/her ability to motivate. Both

---

[22]Frederick Warren Joseph Young, "The Effects of Relative Levels of Congruence and Incongruence of Verbal and Nonverbal Communication on the Perceptions by the Subordinate of the Superordinate/Subordinate Relationship," DAI 37 (1974): 211A.

[23]Cody Sweet, "Nonverbally Reading Initiating Structure and Consideration Dimensions of Administrative Behavior" (Ph.D. diss., Northwestern University, 1972): 50-51.

[24]Sweet, 53.

[25]Janice Petro Billings, "A Study of Nonverbal Behaviors of School Principals and Their Relationship to the Principal's Ability to Develop Trust and to Motivate Staffs," DAI 49 (1988): 2461A.

[26]Sharon Patricia McGehee, "A Study of the Effect of Verbal Interaction and Nonverbal Behavior on Trust and Motivation," DAI 49 (1988): 2477A.

had similar findings: principals' NVB, particularly hand movements (gestures) and body orientation (interpersonal space) appeared to contribute significantly to the development of trust and motivation among their teaching staffs.

In 1990, Litherland appeared to have taken a cue from her predecessors Rhea (in that she studied the "effectiveness" component of the principal's NVB) and from Billings and McGehee (in that she used videotapes as a part of her procedure). She found the principal's NVB, percent of off-talk behavior, as well as percent of criticism to be predictors of conferencing effectiveness. Additionally, she found significant differences between the NVB's, lesson skills, and conferencing procedures of the more effective and less effective principals.[27]

Gender differences surfaced as a variable in perceptions of an administrator's NVB, even though these differences were not always the primary focus of any particular study. One such "gender study" sought to compare the perceptions of the NVB of male school managers and those of female managers. The jurors, graduate students who viewed videotapes of male and female school managers in their respective office settings, arrived at fairly similar total scores for the subjects, yet by gender they focused on different aspects of NVB. Women jurors focused on paralanguage factors and made subjective comments. Women jurors' reactions were more emotional, while men jurors remained more

---

[27]Rebecca Quinn Litherland, "An Analysis of Postobservation Conferencing Behaviors of Elementary Principals," DAI 51 (1990): 3580A.

objective. Women, it was found, do not support women as positively as men support men.[28]

Another investigation which analyzed the administrator's NVB during principal-teacher situations (on videotape), led to the conclusion that females are much more perceptive about nonverbal cues than males. The study further concluded that males and females alike differentiate between positive and negative nonverbal cues at a high rate of significance; that eye contact and facial expressions are the two factors most important in an individual's decision-making concerning other people's NVB; and that people are not as aware of the use of space and posture as they are of such kinesics as facial expressions, voice inflections, and gestures.[29]

Similarly, Weber's research found teacher perceptions of administrators' verbal and nonverbal gestures significant for eye contact, facial expression and voice inflection. Based on these findings, gestures (kinesics) showed a positive relationship, both for teacher and administrator perceptions. It was noted that although gender was not a variable considered in the study, it appeared that females may show superiority at decoding

---

[28]Jacqueline Annette Rankin, "A Description and Comparison of the Nonverbal Behavior of Men School Managers and Women School Mangers in Work Settings," DAI 42 (1981): 3831A.

[29]John S. Reynolds, "A Study of Nonverbal Communication as Related to Three Educational Administrative Situations" (Ed.D. diss., University of Tennessee, 1971).

nonverbal cues, congruence and incongruence.[30] Lastly, when teachers' perceptions of male secondary dress were analyzed, female teachers viewed a sport jacket outfit as the most appropriate administrator dress, while male teachers viewed a two-piece suit as the most appropriate.[31]

In 1984, Krajewski and McCumsey warned school principals to be aware of their feelings whenever they communicated with teachers and further, that facial expressions and gestures are also means of communication. The authors gave several useful simulation exercises for the administrator as well.[32] Gardner readily admitted that there is more to face-to-face communication than the verbal component and that the leader's style, timing, and symbolic acts all carry messages and demonstrate that messages are being received: "Words and sentences, tone of voice, body language, facial expressions . . . all contribute to a multi-level dialogue."[33] Pankake and others see a principal who is an effective communicator as one who can "align" the three communication codes (language, paralanguage and nonverbal). The

---

[30]Maxine Beeley Emerson-Weber, "The Relationship Between Perceived Verbal and Nonverbal Congruence of Public Elementary School Administrators and Their Nomothetic Idiographic Dimensions," DAI 47 (1986): 3632A.

[31]Frank J. Fischel, Jr., "Teacher Perceptions of Male Secondary Principal Dress," DAI 44 (1984): 3553A - 3554A.

[32]Robert J. Krajewski and Norman L. McCumsey, "How to Help Beginning Teachers," Streamlined Seminar 10, no. 6 (August 1984): 5.

[33]National Association of Secondary School Principals, John W. Gardner on Leadership, (Reston, Virginia: NASSP, 1991): 15-16.

writers also give several specific applications for how an administrator can effectively utilize all three codes by reinforcing his/her words with actions and symbols.[34]

Within the area of school/community relations, Bagin and others stressed the concept that many school administrators assume that good interpersonal communication comes from having a knack for it and don't realize that it takes study and patience to become an effective speaker.[35] The authors also offered specific public "presentation tips" following an overview of the various classifications of NVC.[36]

Brock is another who underscored the importance of the principal as a public figure: "As in communication, the nonverbal predominates. When the verbal and the nonverbal are in conflict, it is the latter that is perceived by the public."[37] A 1990 study once more emphasized the idea that (elementary) principals need to increase their communication efforts with both parents and nonparents, and in so doing, improve their nonverbal as well as verbal and written methods of communication.[38]

---

[34]Anita M. Pankake and others, "Choices for Effective Communication: Which Channel To Use?" NASSP Bulletin 74 (November 1990): 53-57.

[35]Don Bagin and others, Public Relations for Administrators (ERIC, ED 282 356, 1985), 14.

[36]Bagin and others, 18-25.

[37]Michael L. Brock, "The Principal and Public Relations," Momentum (October 1982): 15.

[38]Elizabeth Ann Herrington-Matteson, "Skills Required for Effective Communication with Patrons and Parents as Viewed by Principals of Elementary Schools in the State of Texas," DAI 51 (1990): 3287A.

Insofar as administrators who received actual training in the basics of NVB and its effectiveness in communication, Ellsberry and others reported the case of one Indiana Principal Leadership Academy that was founded with the idea of a national training model for principals as leaders of instructors and as managers empowered with effective behaviors and practices. NVC, as well as oral and written proficiencies, were reported to be a part of the academy's instructional focus.[39] In his 1975 study which focused on the verbal, nonverbal, and proxemic behaviors of educational administrators participating in an assimilation program, Frank noted major implications for educational administration: training and research.[40] Lewis' investigation into the proficiencies of a sample group of college presidents and vice presidents regarding listening/nonverbal communication skills revealed that 44% of the administrators believed that little gain would be had through additional listening and nonverbal training, even in a formal setting.[41] And finally, in view of the literature presented dealing specifically with the NVB of school administrators, this writer contends, as did

---

[39]James Ellsberry and others, The Indiana Principal Leadership Academy: A Model for Professional Development, Paper presented at the Annual Meeting of the National Council of States on Inservice Education, Orlando, Florida, November 1990 (ERIC, ED 327 971), 6.

[40]Frederick P. Frank, The Changing Role Behaviors of Educational Administrators During Role Simulation Training: Perceptions of Verbal and Nonverbal Interaction, Paper presented at the Annual Meeting of the Conference on Culture and Communication, Philadelphia, Pennsylvania, March 1975 (ERIC, ED 108 270), 17.

[41]James J. Lewis, "Listening and Nonverbal Observation," DAI 51 (1991): 2228A.

Johnson in 1986, that "there can be no doubt that nonverbal language plays an important role in our educational system."[42] Implications for the school administrator abound: he/she must be adept in using and interpreting nonverbal as well as verbal language. In short, the administrator must be a skilled communicator. "In the face of situational pressures and time limitations, he/she must not only concentrate on the meaning of words, but also upon the meaning of behavior.[43]

Assuming that the above is true, the school personnel director should take close note when using the interview as a selection tool for administrative applicants, for the employment interview "is essentially a communication situation in which skill in communication is the important determinant of success."[44] It follows, also, that school personnel directors as any other corporate hiring officials "are looking for individuals who show through their bodies that they have the intellectual power and the physical stamina to meet the needs of

---

[42]William L. Johnson, Administrative and Management Perspectives on Nonverbal Communications (ERIC, ED 273 039, 1986), 12.

[43]Bartholomew J. Ciampa, Clever Hans, Non-Verbal Literacy, and the Improvement of Instruction, Paper presented at the 4th International Conference on Improving University Teaching, Aachen, Federal Republic of Germany, 26-29 July 1978 (ERIC, ED 171 683), 11.

[44]Kenneth N. Cissna and David A. Carter, "The Employment Interview Workshop: A Focus on Communication Skills," Journal of Employment Counseling (June 1982): 57.

today's business [and school] community."[45] Curiously enough, literature concerning the elementary or secondary administrative applicant's NVB during the selection interview and its role in hiring decisions is virtually non-existent. Only once such study, involving the selection of university faculty, was located. Literature concerning the NVB of applicants in corporate or non-academic circles is more than adequate, however.

Pettus affirms that it is wrong for one to be told that how one looks, dresses and even smells is of no real importance. "For someone meeting you for the first time, and hopefully not the last, your appearance says more about you than anything you can say about yourself."[46] In attempting to relate how one can look businesslike and act in a businesslike manner, King emphasizes "how one acts and moves from a standpoint of nonverbal language as well as the manner in which he or she dresses" as essential.[47] So that the behavior patterns of the interviewee can be skillfully noted, the interviewer can, through careful practice, improve his or her observational skills. As Jucius writes: "What mannerisms or expressive movements does he have . . .? How does he control his physical posture during the

---

[45]Walburga von Raffler-Engel, The Perception of Nonverbal Behavior in the Career Interview (Philadelphia: John Benjamins Publishing Company, 1983), 14.

[46]Theodore T. Pettus, One on One: Win the Interview, Win the Job (New York: Random House, Inc., 1981), 71.

[47]Norman King, The First Five Minutes: The Successful Opening Moves in Business, Sales, and Interviews (New York: Prentice Hall Press, 1987), 53.

interview?"[48]

In outlining effective listening suggestions for interviewers, Himstreet and Baty mention watching the speaker, namely the gesture, facial expressions, and eye movements which can add so much to the words used and the meaning intended.[49] Gordon also underscores the interviewer's tasks as they relate to NVC from respondent to interviewer by mentioning not only the auditory clues (changes in pace, pitch, intensity, and volume) of the respondent, but also the visual or nonverbal clues, facial expressions, gestures, bodily positions, and movements of the hands, feet and head.[50] In giving advice to those hoping to be interviewed for new employment, Martin raises the point that some interviewers feel that certain body mannerisms transmit feelings of unreceptivity, hostility, or closedmindedness. Such mannerisms include crossing the legs or arms tightly, particularly folding the arms across the chest.[51]

No discussion of how an interviewee's NVB influences a hiring decision would be complete without presenting the results

---

[48]Michael J. Jucius, Personnel Management, 5th ed. (Homewood, Illinois: Richard D. Irwin, Inc., 1963), 189.

[49]William C. Himstreet and Wayne Murlin Baty, Business Communications: Principals and Methods, 7th ed. (Boston: Kent Publishing Company, 1984), 310.

[50]Raymond L. Gorden, Interviewing: Strategy, Techniques and Tactics, rev. ed. (Homewood, Illinois: The Dorsey Press, 1975), 96.

[51]Gail M. Martin, "Getting Chosen: The Job Interview and Before," Occupational Outlook Quarterly 10, no. 2 (October 1978): 7.

of statistical studies done on the subject. Two research summaries will be used at this point as a preliminary backdrop, as well as a general orientation, for the reader. The first, compiled in 1969, consistently found that independent judges can assess interviewee behavior as validly and as accurately as the participant interviewer. Such a finding had important implications for future research in the employment interview, since it further substantiated the suggestion that interview decisions had been made on the basis of behavioral as well as verbal cues.[52] The second, compiled in 1982, indicated that although interviewees' NVB influences interviewers' evaluations, the magnitude of influence appeared to be generally less than what was verbally communicated by the candidate.[53]

Young and Beier examined the effects of the NVB's of job applicants on subsequent hiring evaluations and found that applicants who demonstrated greater amounts of eye contact, hand movement, smiling, and other NVB's were more highly rated. In fact, these NVB's accounted for more than 80% of the rating variances.[54] A 1982 study produced interesting findings in answering the questions: "Does the importance of nonverbal

---

[52]Orman R. Wright, Jr., "Summary of Research on the Selection Interview Since 1964," Personnel Psychology 22 (1969): 407-408.

[53]Richard D. Arvey and James E. Campion, "The Employment Interview: A Summary and Review of Recent Research," Personnel Psychology 35, no. 2 (1982): 306.

[54]David M. Young and Ernst G. Beier, "The Role of Applicant Nonverbal Communication in the Employment Interview," Journal of Employment Counseling 14, no. 4 (December 1977): 161.

variances change during the interviewing process, and if so, how?" The results suggested that before interviewing begins, appearance, punctuality, and handshakes are more important. Then, while applicants present themselves, eye contact, facial expressions, and gestures are influential. During the interview, eye contact, facial expressions, and appearance continue to be important, with these NVB's remembered after the interview.[55] The results of Anderson's study clarified an important facet of impression formation in the selection interview by finding that the degree of candidate eye contact primarily affected impressions of strength of character and competence, while positiveness of facial expressions fundamentally influenced assessments of liking and motivation. Further, the dependence of personality impressions upon those two facial NVB's far outweighed the impact of bodily cues such as major changes in posture and hand gestures.[56]

In 1976, McGovern had personnel representatives from business and industry rate videotaped candidates whose level of NVB was manipulated. A "low nonverbal" interviewee was defined by minimal eye contact, low energy level, lack of affect, and voice modulation, lack of speech fluency, and a high number of speech disturbances. The "high nonverbal" interviewee

---

[55]Kittie W. Watson and Larry R. Smeltzer, "Perceptions of Nonverbal Communication During the Selection Interview," The ABCA Bulletin 45, no. 2 (June 1982): 31-32.

[56]Neil R. Anderson, "Decision Making in the Graduate Selection Interview: An Experimental Investigation," Human Relations 44, no. 4 (1991): 413.

demonstrated the opposite behavior on each of these nonverbal components. After reviewing the entire interview, 23 of the 26 personnel representatives who saw the "high nonverbal" candidates would have invited him/her for a second interview. All 26 who saw the "low nonverbal" candidates would not have recommended a second interview.[57] Five years later, McGovern and others this time examined the effect of the level of NVB (high versus low) and mode of presentation (audio, audiovisual, visual, and printed transcript) on ratings given to a confederate job interviewee. For the high nonverbal candidate, there were no significant differences as a function of the channel of communication, but for the low nonverbal, there were indications that a poor visual presentation of oneself seemed to weigh most negatively.[58]

Despite the results of studies such as the ones presented thus far, proponents of "effective" interviewee NVB must realize that such behavior is not always the key to getting selected. As Hatfield and Gatewood caution by using the example of a relatively young and inexperienced male candidate, "He may be an excellent worker, but chances are that if the interviewer attributes incorrect reasons for his lack of eye contact . . ., then he will not be given the opportunity to demonstrate his

---

[57]Thomas V. McGovern, "The Making of a Job Interviewee: The Effect of Nonverbal Behavior on an Interviewer's Evaluations During a Selection Interview" (Ph.D. diss., Southern Illinois University, 1976): 30-45.

[58]Thomas V. McGovern and others, "A Comparison of Job Interviewee Behavior on Four Channels of Communication," Journal of Counseling Psychology 28, no. 4 (July 1981): 371.

ability."[59] The point made here is that behaviors like eye contact, facial expressions and body posture "can be attributed to a number of factors and show no clear relationship to either work skills or personality traits."[60]

Baybrook's 1985 study concerning the relative contributions of affiliative NVB's (eye contact, smiling, gesturing, and forward lean) and credential information (defined as verbal responses describing academic preparation, work experience and interests) to decision making in employment interviews tends to place the role of the interviewee's NVB in a more realistic light. Both NVB's and credential information significantly influenced hiring recommendations, and the interaction of the two was not significant, implying that under such conditions, each component makes an independent contribution to decision making.[61]

Another study examined how physical attractiveness, dress, interviewee social skills, verbal statements, and NVB affected judgments of candidates' performance in mock hiring interviews. Additionally, the question of whether or not interviewees could be taught to improve their hiring interview performance through a lecture/discussion training session was examined. The results

---

[59]John D. Hatfield and Robert D. Gatewood, "Nonverbal Cues in the Selection Interview," Personnel Administrator 23, no. 1 (January 1978): 35.

[60]Hatfield and Gatewood, 35.

[61]Rebecca M. Baybrook, "The Influence of Candidate Credentials and Nonverbal Behaviors on Decision Making in Employment Interviews," DAI 47 (1985): 1766B.

indicated that success in the interview was most strongly dependent on the interviewee's verbal responses, with the nonverbal ones playing a much lesser role. The mere providing of information about appropriate and inappropriate behavior in hiring interviews appeared to have little effect in changing actual interviewing behavior.[62] Aware that previous studies showed how an applicant's hireability increased when he or she displayed higher levels of NVB such as eye contact, smiling, gesturing, and head nodding, Rasmussen decided to manipulate two other important interviewee variables: verbal content and resume credentials. His analysis displayed that resume credentials had the greatest impact on final selection and that high levels of NVB had a more positive effect than did low levels, only when the verbal content was good. When verbal content was poor, high NVB resulted in lower ratings of the interviewee.[63]

Limited only to post-secondary level institutions, the studies that do exist within the arena of education dealing specifically with interviewee NVB and employment decisions are small in number.

Trent's 1978 study had college recruiters (who represented the general areas of business and industry) participate by

---

[62]Ronald E. Riggio and Barbara Throckmorton, "The Relative Effects of Verbal and Nonverbal Behavior, Appearance, and Social Skills on Evaluations Made in Hiring Interviews," Journal of Applied Social Psychology 18, no. 4 (1988): 331-348.

[63]Keith G. Rasmussen, Jr., "Nonverbal Behavior, Verbal Behavior, Resume Credentials, and Selection Interview Outcomes," Journal of Applied Psychology 69, no. 4 (1984): 551-556.

viewing videotaped, simulated employment interviews. The specific NVB's in the videotapes that were presented were the following:

1. duration of eye contact;

2. energy level and affect as expressed by smiles, hand gestures, and body movement;

3. voice modulation and vocal expression;

4. speech disturbances/hesitations, and words such as "ah" and "um".

The findings revealed that interviewee NVB significantly affected recruiter ratings of the applicant's characteristics and overall evaluation. There were high correlations among ratings of interviewee characteristics. Recruiters formed definite opinions regarding candidate acceptability within the first 3 1/2 minutes of the interview.[64]

Holmes' 1983 investigation also used college recruiters to view and rate interviewees. Each recruiter viewed 1 of 4 videotaped selection interviews wherein the sex of the interviewee and NVB were varied, while the verbal content was held constant. The "high nonverbal" interviewee was defined as having good eye contact, a high energy level, appropriate affect, speech fluency, and a minimum of speech disturbances. The "low nonverbals" demonstrated the opposite of these behaviors. The results of this investigation indicated that NVB was a principal

---

[64]Louis Witherspoon Trent, "The Effect of Varying Levels of Interviewee Nonverbal Behavior in the Employment Interview," DAI 39 (1978): 5116B-5117B.

factor underlying the interviewer's ratings. The researcher suggested that college placement counselors should provide assistance to applicants in developing appropriate NVB's.[65]

Yet another study used campus recruiters who (after completing an interview) filled out a questionnaire to indicate to what extent a candidate displayed certain nonverbal characteristics. Twenty-two variables were used: 4 communication styles (openness, friendliness, attentiveness, and preciseness), hireability, and 17 NVB's. The results indicated that to be perceived as hireable, a candidate should use good posture, nod his/her head to indicate attentiveness, lean toward the interviewer, enunciate clearly, have good facial expressions, maintain good eye contact, be neatly groomed, talk with an animated style, use hand gesture, have vocal variety, and avoid fidgeting. It was also noted that candidates could be perceived as facially expressive, smiling, and friendly without being considered hireable. Finally, the style dimension of openness and the NVB's associated with it were found to be strong predictors of hireability.[66]

In 1979, spurred on by the increased debate over the relative contribution of various communication dimensions to a

---

[65]John Leslie Holmes, "The Effects of Interviewees' Nonverbal Behavior on Interviewers' Evaluations During a Selection Interview," DAI 44 (1983): 957A.

[66]Vincent J. Sampugnaro and others, Nonverbal Behaviors Within Communicator Style as Possible Predictors of Hireability in Employment Interviews, Paper presented at the 69th Annual Meeting of the Speech Communication Association, Washington, DC, 10-13 November 1983 (ERIC, ED 238 071), 1-26.

successful job interview, researchers used recruiter ratings of 338 on-campus interviews in a discriminant analysis to determine the relative importance of the verbal, articulative, and nonverbal dimensions of communication during the job interview.[67] Their findings were contrary to the (then) recent literature, which emphasized the importance of 33 NVB's in that appropriateness of content was the single most important variable. Fluency of speech and composure were ranked second and third, respectively. Eye contact, body posture, loudness of voice, and personal appearance also contributed to hiring decisions in that order, but much less strongly than the first three variables.[68]

Clearly, the single study that has the strongest relevance for school personnel directors is the one by McDowell and Mrozla. Their exploratory study was designed to examine the academic hiring process from the perspective of department heads, search committee members and newly hired faculty. The respondents, 349 academic professionals at a large midwest university, completed a questionnaire to determine the verbal and nonverbal items that made the greatest impression on search committee members, as well as to determine the level of importance of various categories of resume information, the importance of various types of evaluation

---

[67]James G. Hollandworth, Jr. and others, "Relative Contributions of Verbal, Articulative, and Nonverbal Communication to Employment Decisions in the Job Interview Setting," Personnel Psychology 32, no. 2 (Summer 1979): 359.

[68]Hollandworth and others, 359-367.

criteria, the types of information that search committees needed to provide to and obtain from candidates, and the desirability of selected interviewing techniques.[69] Although the communication behaviors regarded as having the greatest impact on impression formation during selection interviews were candidates' fluency of speech, composure, organization of material, and explanations, the researchers emphasized that nonverbal items such as personal grooming, apparel, hand gestures, and firmness of handshake "may still play a significant part in the overall process of impression formation."[70]

CONCLUSIONS

The review of literature has shown the following:

1. NVB can play a role in staff members' perceptions of an administrator;

2. NVB can play a role in an administrator's repertoire of communication skills;

3. specific NVB's of administrators can be identified as desirable/undesirable and as positive/negative;

4. specific NVB's of a job applicant can play a role within the context of an employment interview.

Despite the adequate amount of information available to school administrators concerning the importance of communicating

---

[69]Earl E. McDowell and Bridget A. Mrozla, An Exploratory Study of the Academic Resume and Employment Interview Practices, Paper presented at the 73rd Annual Meeting of the Speech Communication Association, Boston, MA, 5-8 November 1987 (ERIC, ED 290 187), 1-40.

[70]McDowell and Mrozla, 24.

nonverbally as well as verbally, and despite the same information available to those responsible for hiring in non-academic organizations, a dearth of information exists targeted specifically for a public school personnel director who may be questioning the validity of using the NVB of an administrative applicant as a criterion for selection.

A need for a study to enable school personnel directors to clarify the role of interviewee NVB during the selection process and to aid the directors in understanding the reasons for their choices is clearly apparent; furthermore, the following questions should be answered:

1. To what extent does a public school personnel director perceive a relationship between the nonverbal behavior of the administrative interviewee and his/her ultimate success as a building administrator?

2. To what extent do these perceptions differ according to a personnel director's

   a. age?

   b. sex?

   c. race?

   d. length of experience as a personnel director?

   e. length of time in current position?

   f. total number of years as an administrator?

   g. total number of years in education?

   h. highest degree attained?

   i. district (school population) size?

This writer proposes such a study.

Works Cited

Anderson, Neil R. "Decision Making in the Graduate Selection Interview: An Experimental Investigation." Human Relations 44, no. 4 (1991): 403-417.

Arvey, Richard D. and James E. Campion. "The Employment Interview: A Summary and Review of Recent Research." Personnel Psychology 35, no. 2 (1982): 281-322.

Bagin, Don and others. Public Relations for Administrators. ERIC, 1985. ED 282 356.

Baybrook, Rebecca M. "The Influence of Candidate Credentials and Nonverbal Behaviors on Decision Making in Employment Interviews." DAI 47 (1985): 1766B.

Billings, Janice Petro. "A Study of Nonverbal Behaviors of School Principals and Their Relationship to the Principals' Ability to Develop Trust and to Motivate Staffs." DAI 49 (1988): 2461A.

Brock, Michael L. "The Principal and Public Relations." Momentum (October 1982): 15-17.

Bull, Peter. Body Movement and Interpersonal Communication. New York: John Wiley and Sons, 1983.

Ciampa, Bartholomew J. Clever Hans, Non-Verbal Literacy and the Improvement of Instruction. Paper presented at the 4th International Conference on Improving University Teaching, Aachen, Federal Republic of Germany, 26-29 July 1978. ERIC, ED 171 683.

Cissna, Kenneth N. and David Carter. "The Employment Interview Workshop: A Focus on Communication Skills." Journal of Employment Counseling (June 1982): 57-64.

Ellsberry, James and others. The Indiana Principal Leadership Academy: A Model for Professional Development. Paper presented at the Annual Meeting of the National Council of the States on Inservice Education, Orlando, Florida, November 1990. ERIC, ED 327 971.

von Raffler-Engel, Walburga. The Perception of Nonverbal Behavior in the Career Interview. Philadelphia: John Benjamins Publishing Company, 1983.

Fischel, Frank J. Jr. "Teacher Perceptions of Male Secondary Principal Dress." DAI 44 (1984): 3553A-3554A.

Frank, Frederick P. The Changing Role Behaviors of Educational Administrators During Role Simulation Training: Perceptions of Verbal and Non-Verbal Interaction. Paper presented at the Annual Meeting of the Conference on Culture and Communication, Philadelphia, Pennsylvania, March 1975. ERIC, ED 108 270.

Gorden, Raymond L. Interviewing: Strategy, Techniques and Tactics. rev. ed. Homewood, Illinois: The Dorsey Press, 1975.

Gorton, Richard A. School Administration and Supervision: Important Issues, Concepts, and Case Studies. 2nd ed. Dubuque, Iowa: William C. Brown Company, 1972.

Halpin, Andrew W. "Muted Language." The School Review 68 (Spring 1960): 85-104.

Hatfield, John D. and Robert D. Gatewood. "Nonverbal Cues in the Selection Interview." Personnel Administrator 23, no. 1 (January 1978): 30-37.

Himstreet, William C. and Wayne Murlin Baty. Business Communications: Principles and Methods. 7th ed. Boston: Kent Publishing Company, 1984.

Hollandworth, James G. and others. "Relative Contributions of Verbal, Articulative, and Nonverbal Communication to Employment Decisions in the Job Interview Setting." Personnel Psychology 32, no. 2 (Summer 1979): 359-367.

Holmes, John Leslie. "The Effects of Interviewees' Nonverbal Behavior on Interviewers' Evaluations During a Selection Interview." DAI 44 (1983): 957A.

Johnson, William L. Administrative and Management Perspectives on Nonverbal Communications. ERIC, 1986. ED 273 039.

Jucius, Michael J. Personnel Management. 5th ed. Homewood, Illinois: Richard D. Irwin, Inc., 1963.

Kimbrough, Ralph B. and Michael Y. Nunnery. Educational Administration: An Introduction. 2nd ed. New York: Macmillan Publishing Company, Inc., 1983.

King, Norman. The First Five Minutes: The Successful Opening Moves in Business, Sales, and Interviews. New York: Prentice-Hall Press, 1987.

Krajewski, Robert J. and Norma L. McCumsey. "How to Help Beginning Teachers." Streamlined Seminar 10, no. 6 (August 1984): 1-8.

Lipham, James M. and Donald C. Francke. "Non-verbal Behavior of Administrators." Educational Administration Quarterly 2 (1966): 101-109.

Litherland, Rebecca Quinn. "An Analysis of Postobservation Conferencing Behaviors of Elementary Principals." DAI 51 (1990): 3580A.

McDowell, Earl E. and Bridget A. Mrozla. An Exploratory Study of the Academic Resume and Employment Interview Practices. Paper presented at the 73rd Annual Meeting of the Speech Communication Association, Boston, Massachusetts, 5-8 November 1987. ERIC, ED 290 187.

McGehee, Sharon Patricia. "A Study of the Effect of Verbal Interaction and Nonverbal Behavior on Trust and Motivation." DAI 49 (1988): 2477A.

McGovern, Thomas V. "The Making of a Job Interviewee: The Effect of Nonverbal Behavior on an Interviewer's Evaluations During a Selection Interview." Ph.D. diss., Southern Illinois University, 1976.

McGovern, Thomas V. and others. "A Comparison of Job Interviewee Behavior on Four Channels of Communication." Journal of Counseling Psychology 28, no. 4 (July 1981): 369-372.

Herrington-Matteson, Elizabeth Ann. "Skills Required for Effective Communication with Patrons and Parents as Viewed by Principals of Elementary Schools in the State of Texas." DAI 51 (1990): 3287A.

Mehrabian, Albert. Nonverbal Communication. Chicago: Aldine-Atherson, 1972.

National Association of Secondary School Principals. John W. Gardner on Leadership. Reston, Virginia: NASSP, 1991.

Pankake, Anita M. and others. "Choices for Effective Communication: Which Channels to Use?" NASSP Bulletin 74 (November 1990): 53-57.

Pettus, Theodore T. One on One: Win the Interview, Win the Job. New York: Random House, Inc., 1981.

Rankin, Jacqueline Annette. "A Description and Comparison of the Nonverbal Behavior of Men School Managers and Women School Managers in Work Settings." DAI 42 (1981): 3831A.

Rasmussen, Keith G. Jr. "Nonverbal Behavior, Verbal Behavior, Resume Credentials, and Selection Interview Outcomes." Journal of Applied Psychology 69, no. 4 (1984): 551-555.

Rebore, Ronald W. Personnel Administration in Education: A Management Approach. 2nd ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1987.

Reynolds, John S. "A Study of Nonverbal Communication as Related to Three Educational Administration Situations." Ed.D diss., University of Tennessee, 1971.

Rhea, James Halleck. "Administrator Nonverbal Communication as Measured by the Teachers' Rating of Administrators' Nonverbal Behavior." Ed.D. diss., University of Missouri-Columbia, 1984.

Riggio, Ronald E. and Barbara Throckmorton. "The Relative Effects of Verbal and Nonverbal Behavior, Appearance, and Social Skills on Evaluations Made in Hiring Interviews." Journal of Applied Social Psychology 18, no. 4 (1988) 331-348.

Sampugnaro, Vincent J. and others. Nonverbal Behaviors Within Communicator Style as Possible Predictors of Hireability in Employment Interviews. Paper presented at the 69th Annual Meeting of the Speech Communication Association, Washington, DC, 10-13 November 1983. ERIC, ED 238 701.

Smith, Harold A. "Listening and Nonverbal Observation." DAI 51 (1991): 2228A.

Stephens, Pat and Jerry Valentine. "Assessing Principal Nonverbal Communication." Educational Research Quarterly 10, no. 3 (1986): 60-68.

Stoutsenberger-Stephens, Patsy Lovella. "The Development of an Instrument for Measuring Teachers' Perceptions of Administrator Nonverbal Behavior During Administrator-Teacher Interpersonal Interaction." DAI 43 (1981): 42A.

Sweet, Cody. "Nonverbally Reading Initiating Structure and Consideration Dimensions of Administrative Behavior." Ph.D. diss., Northwestern University, 1972.

Taylor, Lyndon E. "A Study of the Impact of the Nonverbal Behavior of Managers on Their Peer Group." Ph.D. diss., Claremont Graduate School, 1975.

Teran, Rosemarie C. and Joseph W. Licata. "Moving Up in School Administration." Urban Education 20, no. 4 (January 1986): 419-442.

Trent, Louis Witherspoon. "The Effect of Varying Levels of Interviewee Nonverbal Behavior in the Employment Interview." DAI 39 (1978): 5116B-5117B.

Watson, Kittie W. and Larry Smeltzer. "Perceptions of Nonverbal Communication During the Selection Interview." The ABCA Bulletin 45, no. 2 (June 1982): 30-34.

Webb, L. Dean and others. Personnel Administration in Education: New Issues and New Needs in Human Resource Management. New York: John Wiley and Sons, 1983.

Emerson-Weber, Maxine Beeley. "The Relationship Between Perceived Verbal and Nonverbal Congruence of Public Elementary School Administrators and Their Nomothetic-Idiographic Dimensions." DAI 47 (1986): 3632A.

Woodard, Audie Wayne. "The Relationship Between Perceived Nonverbal Behavior of Principals and Organizational Climate of Elementary Schools." Ed.D. diss., Oklahoma State University, 1974.

Wright, Orman R. Jr. "Summary of Research on the Selection Interview Since 1964." Personnel Psychology 22 (1969): 391-413.

Young, David M. and Ernst G. Beier. "The Role of Applicant Nonverbal Communication in the Employment Interview." Journal of Employment Counseling 14, no. 4 (December 1977): 154-164.

Young, Frederick Warren Joseph. "The Effects of Relative Levels of Congruence and Incongruences of Verbal and Nonverbal Communication on the Perceptions by the Subordinate of the Superordinate Subordinate Relationship." DAI 37 (1974): 211A.